



Bishop Bronescombe CE School *Policy for Behaviour and Wellbeing*



Reviewed:	Oct 2017	Revised by:	Debbie Carmichael
Due for review:	Oct 2018	Governor responsible:	School Monitoring Council

School Aims

At Bishop Bronescombe School we aim to give all children:

- ✚ Access to a rich curriculum which enthuses and equips them for life as citizens in the 21st century.
- ✚ Opportunities to explore their own developing Christian faith and to have respect for the faith of others.
- ✚ High self esteem by feeling valued as a member of our school.
- ✚ A sense of fair play, treating others with dignity and respect.
- ✚ The chance to enjoy taking part in a vibrant, forward looking school, moving their learning forwards.

Bishop Bronescombe CE School's motto is: ***'Learning that lasts a lifetime'.***

St Piran Cross MAT's Mission Statement is: ***'Nurturing God's gifts with compassion and drive so all of our children succeed, learn and thrive.'***

General policy statement

All staff, governors, volunteer helpers, students and visitors need to give due regard to all of the policies and practices adopted by the school. Whilst it is acknowledged that people other than staff cannot be expected to read every policy before a visit to the school, it may be that further guidelines are necessary in addition to the Visitor Policy, which all visitors must acknowledge and accept upon arrival. All staff carry responsibility for the welfare and success of the pupils in our school. Staff will advise anyone who is working alongside us of the necessary protocols, procedures and policies we follow.

The purpose of this document

Good discipline within a positive atmosphere has the best chance of happening when the whole school works together. The purpose of this policy is to give clear guidelines on a code of conduct for the use of all pupils and adults at Bishop Bronescombe CE School, to ensure that all members of the school community feel safe, respected, valued and able to pursue their school tasks to the best of their ability.

Rationale

We are a THRIVE school. For us this means that have THRIVE embedded within our ethos and THRIVE approaches across our whole setting.

We aim to continually deepen our understanding of how social and emotional learning develops and can be supported and how this underpins our capacity and availability for wider academic learning. We recognise this is core to our work as a school.

Four members of staff are trained as Thrive Licensed Practitioners which represents a minimum of ten days professional development, with regular CPD in order to deepen knowledge. Our licensed practitioners support and train other staff to understand the approach and embed this in their practice. Our school environment, resources, learning approaches, timetable and planning are all informed by our understanding of how importantly each impacts on social, emotional and academic development and learning. Drawing all these elements together has been a long term vision for the school.

We recognise that behaviours can be learned and within our cognitive awareness, but also that they can be unconscious, patterned, non-problem solving defence or discharge responses and might feel overwhelming. Attentive, observant adults working in relationship with children are required in order to recognise behaviours, identify the underlying needs and respond in appropriate ways.

We are very clear that everyone has the right to feel safe, feel special and to have their needs met. Therefore, our Behaviour Policy reflects the deeper, important social and emotional learning that each child needs to develop, both personally and within our community, where consistent containment aims to ensure that one individual's need and learning does not adversely impact on another's.

We are a community with a commitment to tolerance and inclusion.

The development of positive social, emotional and learning behaviours is at the heart of our behaviour policy.

Social and emotional competencies have been found to be a more significant determinant of academic achievement than IQ

Duchworth and Seligman 2005

School-based programmes of social and emotional learning therefore have the potential to help young people acquire the skills they need to make good academic progress.

British Educational Journal 2013

Aims:

Being able to understand, regulate and manage emotions, to apply thinking between feeling (sensation and emotion) and action, and to increasingly show empathy and understanding to others is core to our learning.

We aim to enable pupils to experience challenges, succeed in their learning and have a sense that learning can be fun and relevant to their lives; to become independent, self-aware learners – socially, emotionally and academically, to be enthusiastic and foster a willingness to take risks.

From the earliest opportunity pupils will be encouraged to build tolerance, make good choices and take responsibility, in readiness for them taking their place in society.

Gaining a sense of pride and building self-awareness through planned and incidental social and emotional learning and positive experiences is part of the ethos of our school.

This is also the backdrop to our positive behaviour policy.

BB's Rules for Life:

- 1. Show good manners at all times.**
 - ✓ Be honest and tell the truth
 - ✓ Be kind and helpful
- 2. Follow instructions with thought and care.**
 - ✓ Listen and don't interrupt others
 - ✓ Do work hard to reach your full potential
- 3. Care for everyone and everything.**
 - ✓ Be gentle
 - ✓ Look after your own, each other's and the school's property

Approaches to developing positive behaviours

- High quality, differentiated education which involves pupils, builds on success, ensures progression, involves and informs parents;
- Social, emotional and academic learning is recognised - there are planned times for explicit feedback across the day, within the classroom, during break times and on out-of-school activities.
- Whole class THRIVE screening and online tools are employed to enable a strategic response to individual, group and cohort development, and therefore plan next steps.
- Our Christian distinctiveness holds firmly in line with our commitment to learning in relationship, with Collective Worship, R.E. and our focus on our core Christian values, deepening our beliefs and understanding.
- Encouraging children to recognise sensations and therefore emotions, to manage their feelings by separating feelings and actions and allowing opportunities for thinking to take place between the two
- Programmes of Citizenship and PSHCE, (Personal, Social, Health and Citizenship Education) are used as rich opportunities which are part of all areas of school life and learning
- Children are encouraged to take responsibility for themselves and their actions in age-appropriate ways.
- Use incidents which are against our Rules for Life and agreed expectations as an opportunity for learning, both for pupils involved and for adults planning next steps;
- Where need is identified, structured, tailored group and individual programmes, creative activities and outdoor learning are incorporated into action plans.
- Any plan of action is agreed and shared in working partnership with parents and carers.
- Individuals with special needs are recognised within our behaviour systems with appropriate scaffolded support to ensure they can manage within boundaries that are recognised as fair and consistent for all.
- Varying groups and work with different members of our school community build tolerance and inclusion. Working with children in different classes on occasion, as well as coming together with other schools in our MAT promote this.
- The reinforcement of positive behaviour choices is based on our positive, clear and consistent responses within boundaries that offer safe containment.
- Supporting pupils appropriately may require adults to develop and employ new skills.
- Pupils need to know explicitly what behaviour is expected in different circumstances.
- The consequences for appropriate and inappropriate behaviour choices are agreed and known to all involved.
- Using fixed term internal or external exclusions may be part of a positive behaviour approach.
- Adults are observant, open and inclusive and act as role models, particularly in how respect is shown, and are co-regulators as needed.
- We reward positive behaviour, challenge inappropriate behaviour and set achievable targets for development.
- Our Rules for Life, expectations around behaviour, rewards, sanctions and opportunities for pupil roles and responsibilities are revisited, reviewed at regular intervals and agreed by all.

THRIVE

THRIVE is a dynamic, developmental approach to working with children that supports their emotional and social wellbeing. It is based on the latest research in neuroscience, attachment theory and child development, drawing on research into the role of creativity and play in developing emotional resilience.

Knowledge of the social and emotional learning that takes place at each stage supports the school in planning experiences, activities and opportunities to underpin each one. It reinforces our understanding that learning happens across the whole day, especially in less-structured times like play times, which enable pupils to develop their social and emotional learning and apply skills that are vital for healthy development.

Learning to be skilful in relationships and ready for challenges requires experiencing, descriptive feedback, reflection, modelling and teaching from adults and peers. Addressing early emotional developmental needs builds resilience, decreases the risk of mental illness, prepares children to take their place within a community and equips them to be ready and willing to learn.

Life events can introduce episodes which become interruptions in some children's development. The Thrive programme supports staff in creating a differentiated provision in response to need with reparative strategies as part of systematic, carefully planned actions.

Whether it is used age appropriately in early years, developmentally in key stage 1 and 2 or reparatively with older children THRIVE supports emotional and social development. This creates a readiness for learning, an ability to show empathy and understanding of others and builds an inclusive community.

At Bishop Bronescombe we use Thrive for all pupils age appropriately woven within and across the day as 'right time learning'. This is within class led by class teachers and underpinned consistently by all staff across our whole provision. This creates a readiness for learning, an ability to show empathy and understanding of others and builds an inclusive community.

Thrive is also used in response to identified or emerging need for an individual or group as 'key time learning'. In these cases the school works with parents and carers on agreed action plans reviewed and revisited as part of a structured programme.

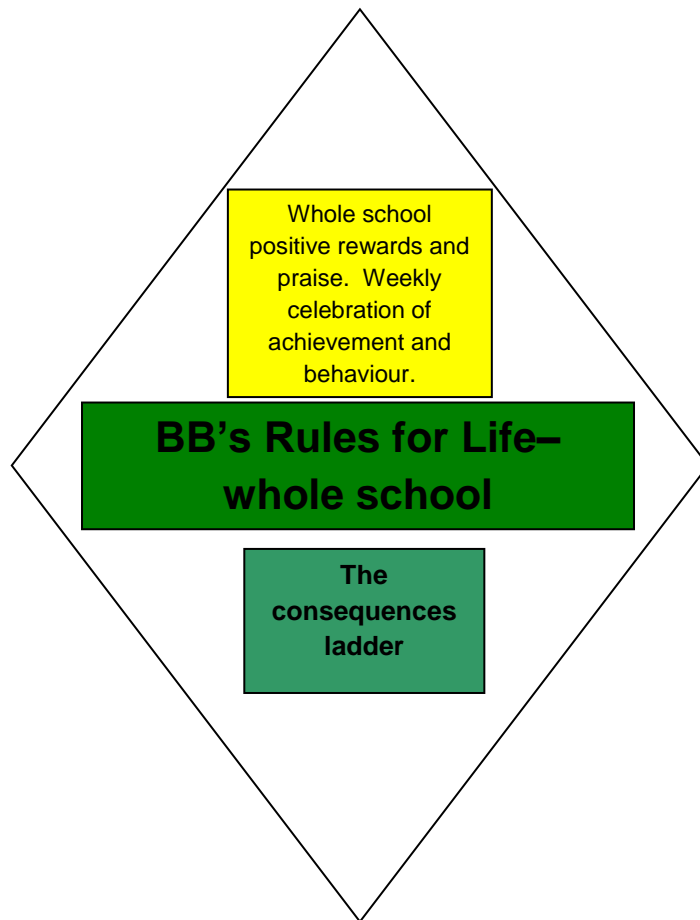
With a programme of continuous development, our vision is for all our staff to use the THRIVE approach to encourage pupils to increasingly self-regulate, embed strategies in social and emotional learning and make positive behaviour choices, which therefore underpin academic progress.

Our THRIVE base, BB Shine, is our hub for THRIVE provision and we are also able to offer supportive programmes for pupils in a variety of ways across the school.

Find out more about THRIVE at: www.thriveapproach.co.uk

BEHAVIOUR SYSTEM

The BB Behaviour Diamond



BB's Rules for Life:

4. **Show good manners at all times.**
 - ✓ Be honest and tell the truth
 - ✓ Be kind and helpful
5. **Follow instructions with thought and care.**
 - ✓ Listen and don't interrupt others
 - ✓ Do work hard to reach your full potential
6. **Care for everyone and everything.**
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The Reward Scheme:

- **GOLDEN TIME** – every child starts the week with 30 minutes Golden Time, classroom chart displayed with 10 minute intervals. Golden time is lost in 5 minute intervals for breaking the Rules for Life, this will always be the last resort!
- **Dojo points** – Children are awarded with 'dojo' points when they display behaviours in line with our Rules for Life. These are shared online with parents so that this can be positively reinforced at home. Pupils with the most dojo points in a week receive a prize in their class.

- **Achievers' Certificates**— each week a teacher will nominate a child to receive an achiever certificate. They will receive a special certificate in Friday assembly and the names are published.
- **The BB Super Six Scheme** – this scheme applies to Year 6 pupils only and recognises their maturity. Success criteria are shared with pupils and rewards negotiated at the beginning of the year. The success criteria are:
 - Live by the BB Rules for Life.
 - Undertake all jobs willingly.
 - Always display good manners.
 - Dress smartly in full school uniform.
 - Give 110% effort to studies and learning.
 - Show trustworthiness.
 - Always be careful and aware of own and others safety.
 - Always be fair and learning and play.
 - Respect people and things.
 - Don't waste school resources.
 - Share and be a good team member.
- **Playtime** – Quiet areas available – 'Calm Kids' activities daily; alternative play for specific pupils; indoor 'time out' zones, supervised by staff for those that break the Rules for Life.
- **Lunchtime**- Focus on the development of games and play. Encouragement of healthy eating, zones for play giving pupils responsibility.
- **Lunch Golden Tickets**, these are awarded by Lunchtime Supervisors for good behaviour. These will only be awarded for behaviour and actions that follow BB's Rules for Life. These golden tickets are placed in a draw – children then have the chance to win a place on the 'captain's table' the following week.
- **Responsibility** – pupils will be encouraged to take responsibility across the school: librarians, litter collectors, monitors, playground buddies, mediators, watering the plants, assisting with lunch time play on the KS1 playground.
- **Classroom strategies** – These will be at the class teacher's discretion but may include: lucky lotto awards, table points, marbles in a jar, super stamps, table pointss for tidiest table, stickers, agreed rules at the beginning of the term etc.

Staff will encourage positive behaviour at all times; however there will be times when action needs to be taken with regard to a pupil's behaviour.

Consequences triangle

STEP 1

'Minor' behaviours

Initial behaviour problems dealt with in line with policy. Increasing sanctions from verbal correction to name on board and isolations

STEP 2

Persistent 'minor' behaviour or 'major behaviour'

Removal from the classroom to work outside or to work in neighbouring classroom and/or kept in at break.

Violent behaviour at playtime will mean **three days** withdrawn from the playground.

STEP 3

Sent to a member of the Senior Leadership Team

Child loses break and/or lunchtime

Behaviour card set up, meeting with parents and child.

In school support provided.

STEP 4

Child sent to member of the SLT, logged in the behaviour book. Child isolated from peers for a period and further involvement of the parents.

STEP 5

SLT Pastoral Plan set up with parents, SENCO, SLT and EWO.

Child isolated from peers for a further period, and parents may be called to de-escalate the child which maybe off the school site.

STEP 6

Period of temporary exclusion up to five days.

Contract set up outlining conditions required for re-entry to school, signed by HoS, teacher, child and parents.

STEP 7

Permanent exclusion.

See major and minor behaviour flow charts in appendices

SEN and Individual provision

Some pupils, who have conditions, disorders or social / emotional interruptions may be subject to Individual Behaviour Plans. These detail triggers and de-escalation strategies as well as rewards and sanctions. These are written cooperatively with all adults working regularly with the child and made available to any other adults who work with the child.

Lunch-time supervision

Whilst the School Code of Behaviour does cover the lunch break, it is the one time when pupils are not immediately under the control of teaching staff. Pupils who infringe the Behaviour Code persistently will be sent to the 'Duty Teacher,' who provides lunchtime 'time out' for those who need it. There is one in KS1 and one in KS2 each day.

Staff should work together on playground incidents and the following sanctions can be used during breaks by TAs/lunchtime supervisor.

- Stand by the adult for 'time out' and consider the behavior.
- Stand in one area of the playground to think about behaviour and calm down
- Call in any teacher for back up to you at any time. Send pupil to the duty 'time out' teacher.
- Assistant Head or Head of School to be called to incidents where a pupil is persistently displaying unacceptable behaviour.

A lunchtime club, supervised by skilled TAs, is offered as an alternative provision. This club encourages good social interaction for those who find playtimes and lunchtimes difficult.

'Calm Kids' lunchtime clubs also provide a quieter, indoor activity for those children who want an alternative to outside play at lunchtimes.

Dangerous Conduct

If a pupil is provocatively dangerous to self or others, time out must be used. If a pupil carries out dangerous behaviour, this must be reported to a member of the SLT and pupil removed to a calm environment. At all times the pupil is informed of what is happening and why. We have a number of staff trained in the safe-handling of pupils, through the Team Teach programme. If needed, this is used in pairs. A report is logged and parents are informed. Parents/carers should be contacted at the early stage to inform and gain cooperation.

Exclusion of pupils from school

Exclusion of a pupil from school is a serious and critical step. The Multi Academy Trust has the right to exclude a pupil from school, if the circumstances require such action. The exclusion can be temporary for a fixed period, indefinite or permanent. It is only the CEO or Hub Lead who can take

this decision in collaboration with the Head of School. Advice may also be sought from directors, the Education Officer, the Education Welfare Service, County Psychological Service or the School Medical Officer. The parent/guardian will be fully informed about the circumstances leading to the taking of such action.

If a child deliberately commits any of the following they may be given an immediate Fixed Term or Permanent Exclusion:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse / threatening behaviour against a pupil
- Verbal abuse / threatening behaviour against an adult
- Bullying
- Racist abuse
- Damage
- Sexual misconduct
- Theft
- Persistent disruptive behaviour

Home/school agreement

Parents and teachers will work together to ensure a consistent approach and even handling. Parents and pupils are required to sign the Home-School Agreement annually to indicate that the pupils will keep the school's rules and the parent will encourage their child to keep the school's rules.

Unacceptable behaviour

There is no place in our school for behaviours which are in opposition to our Rules for Life:

Occurrences of this kind of behaviour should be dealt with by the class teacher and referred to the Head of School if necessary. Minor problems can be dealt with by any adult in the school, but the SLT will deal with continued inappropriate behaviour.

The teacher can deal with problems in the classroom by:

- Talking to the pupil one to one, avoid comparing pupils and use of raised voice
- Use circle time to reinforce positive behaviour and discuss issues
- Negotiate and remind of the school rules (Rules for Life) and rewards and sanctions
- If a pupil is breaking one of the rules, identify that you are aware of their behaviour and how this breaks the Rules for Life.
- Identify disappointment and give the pupil a goal to reverse consequence, by the end of the lesson, morning or afternoon. Ultimate goal is for the pupil to improve and be rewarded.
- Time out is given to calm down and remove from situation.
- Talking to parents and working together to encourage positive attitude.
- Look for reasons for behaviour/talk to other staff and recognise situations that are difficult and employ diversion strategies.
- Keep the bad behaviour separate from the pupil, i.e. explaining to the pupil that their behaviour was in this situation bad, but not to infer that the pupil is bad.

See appendices for flowcharts for action to deal with minor or major behaviours.

Inappropriate behaviour is logged by the class teacher (see appendix). These logs are analysed termly by SLT and appropriate action taken if necessary.

Every pupil and member of staff has the right to work and learn in a friendly, encouraging, secure, supportive and positive school environment. We all have a responsibility to help

establish that environment by adhering to our Codes of Behaviour and helping others to do the same.

In line with our inclusion approaches, wherever possible, all children and parents are welcome at Bishop Bronescombe School.

Our policy is to support all individuals in our community and action will be taken if features of any behaviour impacts on others or inhibits learning.

